

H E Corley Elementary

1500 Chadford Road
Irmo, SC 29063

Grades	PK-5 Elementary School	
Enrollment	652 Students	
Principal	Dr. Judith Franchini	803-732-8175
Superintendent	Dr. Scott AndersEn	803-732-8000
Board Chair	Paula Hite	803-749-1387

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	40	12	1	0

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	Yes
2004	Good	Below Average	Yes
2005	Good	Below Average	Yes
2006	Good	Good	Yes

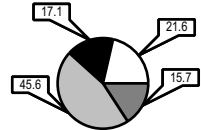
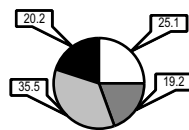
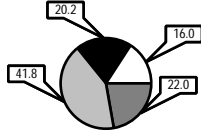
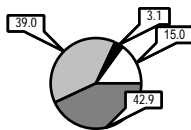
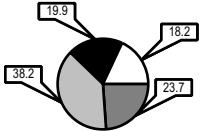
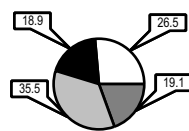
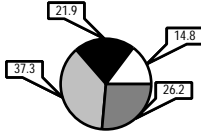
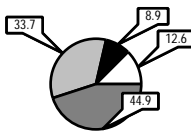
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	294	98.6	13.8	39.6	43.5	3.2	58.3	Yes	Yes
Gender									
Male	163	98.8	21.5	36.1	40.5	1.9	52.5	N/A	N/A
Female	131	98.5	4.0	44.0	47.2	4.8	65.6	N/A	N/A
Racial/Ethnic Group									
White	160	99.4	9.0	34.8	52.3	3.9	71.6	Yes	Yes
African American	121	97.5	20.7	44.8	31.9	2.6	40.5	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	252	100.0	9.8	38.6	48.0	3.7	64.2	N/A	N/A
Disabled	42	90.5	40.5	45.9	13.5	0.0	18.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	294	98.6	13.8	39.6	43.5	3.2	58.3	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	291	98.6	13.9	39.3	43.6	3.2	58.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	95	97.9	19.8	49.5	29.7	1.1	40.7	Yes	Yes
Full-pay meals	199	99.0	10.9	34.9	50.0	4.2	66.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	294	98.6	14.8	42.4	22.3	20.5	61.1	Yes	Yes
Gender									
Male	163	98.8	18.4	43.0	20.9	17.7	57.6	N/A	N/A
Female	131	98.5	10.4	41.6	24.0	24.0	65.6	N/A	N/A
Racial/Ethnic Group									
White	160	99.4	7.7	34.8	32.3	25.2	74.8	Yes	Yes
African American	121	97.5	25.0	51.7	11.2	12.1	44.0	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	252	100.0	9.8	43.5	23.6	23.2	66.7	N/A	N/A
Disabled	42	90.5	48.6	35.1	13.5	2.7	24.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	294	98.6	14.8	42.4	22.3	20.5	61.1	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	291	98.6	15.0	42.1	22.5	20.4	61.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	95	97.9	22.0	57.1	14.3	6.6	45.1	Yes	Yes
Full-pay meals	199	99.0	11.5	35.4	26.0	27.1	68.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	294	99.7	24.8	35.7	19.2	20.3	39.5
Gender							
Male	163	99.4	24.5	32.1	21.4	22.0	43.4
Female	131	100.0	25.2	40.2	16.5	18.1	34.6
Racial/Ethnic Group							
White	160	99.4	17.4	23.9	30.3	28.4	58.7
African American	121	100.0	34.5	49.6	5.9	10.1	16.0
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	252	100.0	21.1	35.0	21.5	22.4	43.9
Disabled	42	97.6	47.5	40.0	5.0	7.5	12.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	294	99.7	24.8	35.7	19.2	20.3	39.5
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	291	99.7	24.7	35.7	19.1	20.5	39.6
Socio-Economic Status							
Subsidized meals	95	100.0	37.6	49.5	6.5	6.5	12.9
Full-pay meals	199	99.5	18.7	29.0	25.4	26.9	52.3

Social Studies							
All Students	294	99.7	21.3	45.8	15.7	17.1	32.9
Gender							
Male	163	99.4	27.0	38.4	13.2	21.4	34.6
Female	131	100.0	14.2	55.1	18.9	11.8	30.7
Racial/Ethnic Group							
White	160	99.4	16.1	41.3	20.0	22.6	42.6
African American	121	100.0	28.6	50.4	10.9	10.1	21.0
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	252	100.0	16.7	47.2	17.5	18.7	36.2
Disabled	42	97.6	50.0	37.5	5.0	7.5	12.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	294	99.7	21.3	45.8	15.7	17.1	32.9
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	291	99.7	21.6	45.6	15.5	17.3	32.9
Socio-Economic Status							
Subsidized meals	95	100.0	26.9	60.2	9.7	3.2	12.9
Full-pay meals	199	99.5	18.7	38.9	18.7	23.8	42.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	124	100.0	16.4	19.8	56.9	6.9	63.8
	4	93	100.0	23.0	44.8	29.9	2.3	32.2
	5	123	100.0	11.7	35.0	50.0	3.3	53.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	91	98.9	13.5	30.3	52.8	3.4	56.2
	4	112	100.0	11.8	45.5	39.1	3.6	42.7
	5	91	96.7	16.7	41.7	39.3	2.4	41.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	124	100.0	19.8	46.6	22.4	11.2	33.6
	4	93	100.0	17.2	29.9	20.7	32.2	52.9
	5	123	100.0	13.3	27.5	24.2	35.0	59.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	91	98.9	14.6	55.1	21.3	9.0	30.3
	4	112	100.0	18.2	38.2	18.2	25.5	43.6
	5	91	96.7	10.7	34.5	28.6	26.2	54.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	124	100.0	35.3	39.7	17.2	7.8	25.0
	4	93	100.0	25.3	40.2	16.1	18.4	34.5
	5	123	100.0	23.3	33.3	18.3	25.0	43.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	91	100.0	15.6	40.0	24.4	20.0	44.4
	4	112	100.0	28.2	32.7	17.3	21.8	39.1
	5	91	98.9	30.2	34.9	16.3	18.6	34.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	124	100.0	10.3	45.7	20.7	23.3	44.0
	4	93	100.0	20.7	46.0	16.1	17.2	33.3
	5	123	100.0	21.7	45.8	15.0	17.5	32.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	91	100.0	8.9	47.8	23.3	20.0	43.3
	4	112	100.0	20.9	45.5	18.2	15.5	33.6
	5	91	98.9	34.9	44.2	4.7	16.3	20.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 652)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.5%	Up from 0.2%	1.9%	2.8%
Attendance rate	97.3%	No change	96.8%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.0%	Down from 1.2%	0.1%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.0%	Down from 1.2%	0.1%	0.0%
Eligible for gifted and talented	18.0%	Down from 21.9%	17.7%	10.4%
On academic plans	37.1%	N/AV	25.4%	33.6%
On academic probation	1.1%	N/AV	2.0%	1.0%
With disabilities other than speech	5.0%	Up from 4.6%	7.4%	7.5%
Older than usual for grade	0.2%	No change	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 54)				
Teachers with advanced degrees	59.3%	Up from 58.8%	57.0%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.9%	N/A	1.8%	2.4%
Teachers with emergency or provisional certificates	2.0%	No change	0.0%	0.0%
Teachers returning from previous year	85.2%	Up from 82.0%	89.3%	87.3%
Teacher attendance rate	95.4%	Up from 91.3%	94.7%	94.9%
Average teacher salary	\$46,212	Down 0.6%	\$44,120	\$42,485
Prof. development days/teacher	12.1 days	Down from 12.9 days	11.9 days	13.3 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 22.0 to 1	20.2 to 1	18.6 to 1
Prime instructional time	91.3%	Up from 86.8%	90.3%	89.7%
Dollars spent per pupil*	\$7,130	Up 3.6%	\$6,008	\$6,557
Percent of expenditures for teacher salaries*	68.4%	Up from 67.4%	65.8%	64.0%
Percent of expenditures for instruction*	70.9%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.2%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2005-06 school year marked the beginning of our CHAMPS program. CHAMPS is a positive student recognition program that stands for Character, Healthy Choices, Achievement, Manners, Positive Attitude, and Service to others. Each day, school began with students and staff members reciting the Corley CHAMPS Pledge, "Corley CHAMPS promise to develop strong character, make healthy choices, achieve in every class, mind our manners, think positively, and serve our community. We promise to be Corley CHAMPS." Each month, students were recognized in an assembly for exhibiting the CHAMPS characteristics. Also, every grade level participated in a service project that benefited our community.

As always, academic achievement was our top priority. We utilized a variety of methods and funds to encourage the success of every student. Instructional money was spent to maximize our collection of math and science materials and manipulatives. Also, in order to support our belief that children become better readers by READING, funds were used to create new or add to existing classroom libraries as a part of the district's literacy movement. The Academically Gifted Program (AGP) provided a content-based model for fourth and fifth-grade students who qualified in either reading or math or both. Third-grade AGP students were served in a developmentally appropriate enrichment model. Trained Reading Recovery teachers served first and second-grade struggling readers either individually or in small groups. Third through fifth-grade students who needed additional help in reading or math participated in SOAR to Success for reading or GEMS for math. Our Success in Schools program served qualifying students after school.

This year, we continued our tradition of creating pleasant memories for our students of their elementary school days. Extracurricular activities included field trips, performances, Walk Your Child to School Day, CHAMPS University, Dr. Seuss's birthday, an author visit, the 100th Day of School Celebration, Valentine Bingo, the Teddy Bear Parade, the Corley Carnival, Field Day, Yo-Yo Club, Homework Club, Write Night, Math Night, and the Fifth-Grade Social. Fourth-grade students delivered the school mail as a part of our Wee Deliver program. Leadership experience was provided to fifth-grade students who participated in Safety Patrol as they assisted with morning arrival, afternoon dismissal, and raising and lowering the flag. Student Council also provided leadership opportunities for fifth-grade students.

We are blessed with one of the most dedicated and competent faculties any school could ever wish for. They work tirelessly to differentiate instruction to reach learners at all levels. Their efforts resulted this year in our having the winners of both the District Five Lt. Governor's Writing Contest and the District Five Science Fair. We were also bestowed the State Department of Education's Award for Closing the Achievement Gap. Along with our fine staff, a tireless PTO contributed many hours and dollars to benefit every child. We are very fortunate to have a terrific staff, parents, and especially students. It is easy to see why we say, "There's no place we'd rather be than H.E.C."

Pam Thompson Hart, Principal
Craig Andrysczyk, S.I.C. Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	87	60
Percent satisfied with learning environment	92.5%	94.3%	86.4%
Percent satisfied with social and physical environment	95.0%	92.0%	90.0%
Percent satisfied with school-home relations	87.5%	96.6%	91.7%

*Only students at the highest elementary school grade level at this school and their parents were included.